



**Arizona
Department of
Education**

Language Arts Standards Chart for AIMS

Standards 1 - 4

Essentials Level (Grade 5)

LANGUAGE ARTS STANDARDS CHART FOR AIMS - ESSENTIALS LEVEL (GRADE 5)

STANDARD 1: READING

STANDARD 1: READING	
Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works. <i>Students know and are able to do all the Readiness and Foundations PO's, and the following</i>	
CONCEPT/Performance Objective	Points*
R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print	5 - 7
PO 1. Identify root words	
PO 2. Infer meanings of words in a selection through knowledge of prefixes and suffixes	
PO 3. Confirm meaning of words using context clues	
R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections	11 - 14
PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text	
PO 2. Distinguish fact from fiction	
PO 3. Summarize the text in own words (assessed at district level only)	
PO 4. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)	
PO 5. Determine cause-and-effect relationships	
PO 6. Identify the text in chronological, sequential or logical order	
PO 7. Make an inference using context clues	
R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection	10 - 12
PO 1. Distinguish the main characters from the minor characters	
PO 2. Summarize the plot line to include cause and effect	
PO 3. Explain the interaction of major and minor characters in a selection	
PO 4. Draw defensible conclusions based on events and settings	
PO 5. Differentiate fiction, nonfiction and poetry based on their attributes	
PO 6. Explain cause and effect within the plot	

NOTE: Language Arts assesses points by concept, not by performance objective.

*All concepts, except those denoted as "NOT TESTED," will be assessed on every AIMS test form. However, the number of points per concept and the total number of total points possible will vary slightly from form to form.

LANGUAGE ARTS STANDARDS CHART FOR AIMS - ESSENTIALS LEVEL (GRADE 5)

STANDARD 1, continued	
CONCEPT/Performance Objective	Points*
R-E4. Identify the author's purpose, position, bias and strategies in a persuasive selection	4 - 6
PO 1 Identify the author's purpose and use of details to support the purpose	
PO 2. Describe the author's use of strategies to convince or persuade <ul style="list-style-type: none"> - bandwagon - peer pressure - "loaded" words 	
PO 3. Identify the author's bias	
NOTE: <i>The following can be used for 5th and 8th grades, depending on difficulty of manual used for the assessment</i>	6 - 9
R-E5. Evaluate an instructional manual such as assembly directions or user's guide for clarity and completeness	
PO 1 Identify the components of an instructional manual (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)	
PO 2. Incorporate information from the illustrations	
PO 3. Locate support help in manual or from manufacturer	
PO 4. Identify the sequence of activities needed to carry out a procedure	
PO 5. Identify information that is either extraneous or missing (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)	
NOTE: <i>The following is for instructional purposes only - not for state assessment</i>	NOT TESTED
R-E6. Compare and contrast the historical and cultural perspectives of literary selections	
PO 1. Compare one author's perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, non-fiction)	
PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges	
PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view	
TOTAL NUMBER OF AIMS ESSENTIALS LEVEL (5th GRADE) READING POINTS	42 - 43

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - ESSENTIALS LEVEL (GRADE 5)

STANDARD 2: WRITING

STANDARD 2: WRITING	
Students effectively use written language for a variety of purposes and with a variety of audiences. <i>Students know and are able to do all the Readiness and Foundations PO's, and the following</i>	
CONCEPT/Performance Objective	Points*
W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks	8 - 9
PO 1. Spell correctly	
PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)	
PO 3. Apply rules of capitalization (e.g., sentence beginning, titles, abbreviations, proper nouns)	
PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)	
PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)	
W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases	18 - 19
PO 1 Write a personal experience narrative <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - use descriptive words and phrases 	
OR	
PO 2. Write a story <ul style="list-style-type: none"> - develop a story line in a sequence that is clear - develop the characters - describe the setting - use dialog when appropriate - use descriptive words and phrases 	
NOTE: <i>For Essentials Grade 5: the following is for instructional purposes only--not for state assessment</i>	NOT TESTED
W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author	

NOTE: Language Arts assesses points by concept, not by performance objective.

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - ESSENTIALS LEVEL (GRADE 5)

STANDARD 2, continued	
CONCEPT/Performance Objective	Points*
W-E4. Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions <i>NOTE: For Essentials Grade 5 - instructional purposes only. Not for state assessment.</i>	NOT TESTED
W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources	5 - 6
PO 1 Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered	
PO 2. Use logical sequence (including transitional words and phrases such as <i>first, next, then</i>)	
PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources	
W-E6. Write formal communications such as personal or business letters, messages, directions and applications, in an appropriate format and for a specific audience and purpose	4 - 5
PO 1. Write a formal communication in an appropriate format for a specific audience and purpose	
PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., <i>first, next, then</i>)	
PO 3. Express ideas that are clear and directly related to the topic	
W-E7. Write a response to a literary selection by supporting their ideas with references to the text, other works or experiences	NOT TESTED
PO 1. Write a clear response supported with examples from the text, other works, or experiences	
PO 2. Relate own ideas to supporting details in a clear manner	
PO 3. Organize response with a clear beginning, middle, and end	
W-E8. Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks	5 - 6
PO 1. Implement a research strategy that includes <ul style="list-style-type: none"> - selecting appropriate source for a specific research purpose - utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet - writing a paraphrase of information from a source - recording relevant information (e.g., notes, graphs, tables) taken from a research source - organizing notes and integrating notes into a finished product - incorporating notes into a finished product 	
TOTAL NUMBER OF AIMS ESSENTIALS LEVEL (5th GRADE) WRITING POINTS	
46 - 47	

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - ESSENTIALS LEVEL (GRADE 5)

STANDARD 3: LISTENING AND SPEAKING†

STANDARD 3: LISTENING AND SPEAKING Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences. <i>Students know and are able to do all the Readiness and Foundations PO's, and the following</i>	
• Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience	NOT TESTED
• Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience	NOT TESTED
• Interpret and respond to questions and evaluate responses both as interviewer and interviewee	NOT TESTED
• Predict, clarify, analyze and critique a speaker's information and point of view	NOT TESTED

STANDARD 4: VIEWING AND PRESENTING†

STANDARD 4: VIEWING AND PRESENTING Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others. <i>Students know and are able to do all the Readiness and Foundations PO's, and the following</i>	
• Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions	NOT TESTED
• Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images	NOT TESTED
• Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness	NOT TESTED

† These two standards are NOT assessed by AIMS. They are to be assessed at the district level.